DOCUMENT RESUME

ED 280 914 UD 025 414

TITLE Walton High School: Project BLAST, 1985-1986. OEA Evaluation Report.
INSTITUTION New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE [86]
NOTE 46p.; Prepared by the OEA Bilingual Education Evaluation Unit.
AVAILABLE FROM Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Attendance; *Bilingual Education Programs; Career Awareness; College Preparation; *English (Second Language); High Schools; *Limited English Speaking; *Native Language Instruction; Parent Participation; Spanish Speaking; Urban Education
IDENTIFIERS *New York City Board of Education

ABSTRACT

In 1985-86, Project BLAST (Bilingual Language Arts Survival Training), in its third and final year of funding at Walton High School (Bronx, New York), achieved an attendance rate of 95 percent. Project BLAST provided 200 students of limited English proficiency (LEP) with instruction in: (1) English as a second language (ESL) and native language arts; and (2) bilingual instruction in social studies, mathematics, and science. Special features of the program were its career exploration, survival skills, and citizenship training components. The project also developed two new instructional components in 1985-86: a computer lab and an advanced placement native language arts class. Project BLAST's success was attributed to the high quality of teaching, the dedication of the project's staff, the small size of the program, and the effective use of the project's paraprofessionals and the bilingual family associate. Much time was also spent in counseling individual students. This assessment found that Project BLAST achieved its objectives in all areas. The report contains the following information: (1) program description; (2) description of student characteristics; (3) findings regarding English language, native language, content-area and non-instructional objectives; (4) conclusions and recommendations; and (5) appendices which include descriptions of staff characteristics. (PS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

WALTON HIGH SCHOOL

PROJECT BLAST

1985-1986

OEA Evaluation Report

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. R. Gutenberg
NY Ed. Dept.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

Grant Number: G00-830-2649

WALTON HIGH SCHOOL

PROJECT BLAST

1985-1986

Principal:
Ms. Marjorie Kipp

Assistant Principal/
Project Director:
Ms. Norma Cruz-Dunn

Project Coordinator:
Mrs. Arlene Koyner

Prepared by the
O.E.A. Bilingual Education Evaluation Unit

Armando Cotayo, Evaluation Manager
José J. Villegas, Evaluation/Planning Specialist
Shelley M. Fischer, Evaluation/Planning Specialist
Margaret H. Scorza, Editorial/Production Coordinator
Mary Nicolaidis, Evaluation Consultant
Ana Martinez, Evaluation Consultant

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

It is the policy of the Board of Education not to discriminate on the basis of race, creed, national origin, age, handicapping condition, sexual orientation, or sex, in its educational programs, activities, and employment policies, as required by law. Any person who believes he or she has been discriminated against should contact: Carole Guerra, Local Equal Opportunity Coordinator, Office of Educational Assessment, 110 Livingston Street, Room 743, Brooklyn, New York 11201. Inquiries regarding compliance with appropriate laws may also be directed to: Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Room 601, Brooklyn, New York; or the Director, Office of Civil Rights, U.S. Department of Education, 26 Federal Plaza, Room 33-130, New York, New York 10278.

A SUMMARY OF THE REPORT

In 1985-86, Project BLAST (Bilingual Language Arts Survival Training) was in its third and final year of funding at Walton High School. It provided 200 students of limited English proficiency (LEP) with instruction in English as a second language (E.S.L.) and native language arts, and bilingual instruction in social studies, mathematics, and science. Special features of the program were its career exploration, survival skills, and citizenship training components. Career exploration was part of the first and third years of E.S.L.; citizenship training was a special unit of the bilingual social studies program. In addition, both these components were integrated with mainstream projects, such as a schoolwide career day, in which businessmen and professionals spoke to students about their work; a college fair; and trips to the United Nations, the Federal Building, the World Trade Center, and the New York Stock Exchange. Project BLAST also developed two new instructional components in 1985-86, a computer lab and an advanced placement native language arts class.

The project built on the previous year's strengths and made progress in resolving some of the weaknesses that were noted at that time. For example, curricula and materials were developed for the two new instructional components, and staff members participated in workshops, departmental meetings, professional conferences, and college courses.

Another major achievement of Project BLAST was its high student attendance rate -- 95 percent. This was attributed to the high quality of teaching which was noted in classroom observations; the dedication of the project's staff; the small size of the program, which permitted a high level of personal attention to students; and the effective use of the project's paraprofessionals and the bilingual family associate. The family associate made approximately 75 home visits during the year and approximately 20 phone calls per week to contact parents and follow up on students' attendance and other problems. Other staff members, including the coordinator, also communicated with parents through the mail, by phone, and in a parent-student advisory council. Much time was also spent in counseling individual students.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST], the New York City Language Fluency Scale, and teacher-made tests); mastery of the native language (teacher-made tests); mathematics, science, social studies, and career awareness and survival/life skills courses (teacher-made tests); and attendance (school and program records).

Quantitative analysis of student achievement data indicates that:

-- Students mastered 1.6 and 1.5 CREST objectives per month in the fall and spring, respectively, thus meeting the program objective.

-- Approximately 40 percent of the program students tested with the New York City Language Fluency Scale made gains in the receptive and expressive modes. The objective was not met in this area.

-- The program objective was met by students in E.S.L. classes who achieved an overall passing rate of 74 percent.

-- Students in native language arts classes achieved an overall passing rate of 75 percent, thus meeting the program objective.

-- The passing rates of program students in mathematics, science, and social studies courses were equal to or significantly greater than those of mainstream students, thus meeting the program objective.

-- The program objective was met by students in the career awareness and survival/life skills courses of study, with an overall passing rate of 77 percent.

-- The attendance rate of program students was significantly higher than that of mainstream students; thus, the objective was met.

The following recommendations are offered for future programs serving a similar population:

-- contacting ASPIRA of New York for help in providing students with college counseling, financial aid information, and advice on how to prepare college applications;

-- instituting a system to follow up mainstreamed students; and

-- interviewing parents to pinpoint activities in which they prefer to participate.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment/Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings and integrated material into reports. Arthur Lopatin has edited the reports following the O.E.A. style guide and written report summaries. Finally, Joseph Rivera, Marcia Gilbert, Bruce Roach, Gladys Rosa, and Martin Zurla have worked intensively as word processors to produce and correct reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
II.	PROGRAM DESCRIPTION	3
	The Focus of the Program	3
	Organization and Structure	3
	Staff Characteristics	3
III.	STUDENT CHARACTERISTICS	5
IV.	FINDINGS	8
	English Language Objectives	8
	Native Language Objective	11
	Content-Area Objective	13
	Non-Instructional Objectives	17
V.	CONCLUSIONS AND RECOMMENDATIONS	23
VI.	APPENDICES	25

LIST OF TABLES

		PAGE
Table 1:	Number and Percent of Program Students by Country of Birth.	6
Table 2:	Number of Program Students by Age and Grade.	7
Table 3:	Results of the Criterion Referenced English Syntax Test.	10
Table 4:	Passing Rates for Program and Mainstream Students in Selected Content-Area Courses.	16

WALTON HIGH SCHOOL

PROJECT BLAST

Location:	West 196th Street and Reservoir Avenue Bronx, New York 10468
Year of Operation:	1985-86, last year of three-year funding cycle
Target Language:	Spanish
Number of Students:	240
Assistant Principal/ Project Director:	Ms. Norma Cruz-Dunn
Project Coordinator:	Mrs. Arlene Koyner

I. INTRODUCTION

Project BLAST (Bilingual Language Arts Survival Training), in its third and final year of funding, was located at Walton High School. Walton High School is located next to Lehman College in the northwestern section of the Bronx, a neighborhood of low- and middle-income houses for two or three families, and some large apartment buildings including many cooperatives. Nearby, Kingsbridge Avenue is a commercial street with many family-owned stores, as well as chain stores and banks.

The school is a well maintained, H-shaped building built more than 50 years ago. It is a non-zoned school which draws students from all over the borough. Most students are from the area south of Fordham Road, a low-income community with many migrant and immigrant black and Hispanic families. Thus, the composition of Walton's 3,470 students was 48 percent Hispanic, 46 percent black, five percent Asian, and one percent white. Fifty-seven percent of the pupils were from low-income families; 15 percent were above grade level in reading, and 17 percent were above grade level in

mathematics. The school had an annual dropout rate of 10.2 percent -- slightly higher than the average for all New York City public high schools. However the school has been improving its retention rate: the dropout rate was 11.1 percent the previous year, and 13.4 percent two years before.

II. PROGRAM DESCRIPTION

THE FOCUS OF THE PROGRAM

Project BLAST aimed at improving students' English language skills while providing them with career orientation, survival or coping skills, and citizenship training.

ORGANIZATION AND STRUCTURE

The program was reorganized in September 1984 by placing all native language arts and E.S.L. teachers under a newly created bilingual education, E.S.L., and foreign languages department. This department was under the direction of an assistant principal (A.P.). who also was the Project BLAST director. The project coordinator reported to her on a daily basis.

This restructuring improved the supervision and coordination of staff and students, and enhanced communication among teachers. The A.P./project director coordinated with the A.P.s in charge of the various content areas, observed classes, evaluated courses of study, texts, and curricular materials, and met regularly with bilingual, E.S.L., and native language arts teachers.

STAFF CHARACTERISTICS

The Title VII staff consisted of a project coordinator, a curriculum specialist/resource teacher, a family associate, and two paraprofessionals. The instructional staff for Project BLAST students consisted of eleven E.S.L. teachers, seven Spanish native language arts teachers, three bilingual mathematics teachers, two bilingual social studies teachers, and one bilingual science teacher. All professional staff members are highly qualified: fifteen possess master's degrees, six have the equivalent of a

master's degree by completing between 30 and 60 graduate credits, and five have baccalaureate degrees. Their average number of years of experience is 13 years. Of the paraprofessionals, two have completed baccalaureate degrees, and two others are near completion, while three have begun their studies for a B.A. Their average number of years of experience is 11.1. Appendix A presents the characteristics of both Title VII staff and teachers.

In February 1986, the project director retired and was succeeded by the program coordinator. Commenting on these staff changes, the new project director stated that the staff had followed a "career-ladder model" because two paraprofessionals and the bilingual secretary working in last year's program had become bilingual teachers. In addition, three Walton High School staff members joined Project BLAST: the project's new coordinator was a licensed Spanish teacher who had worked with bilingual students for 17 years; one new paraprofessional had worked in special education; another was a Walton graduate who wanted to work with bilingual students. The familiarity of all three with Walton's administration and staff greatly facilitated their transition to their new jobs.

III. STUDENT CHARACTERISTICS

The 240 Hispanic LEP students served by Project BLAST during its third year were either very recent arrivals from the Caribbean, Central America, and South America (see Table 1), or had entered Walton from junior high schools that had not been served by Title VII funds. Students were placed in the program as a result of individual interviews, evaluation of transcripts, and scores below the twenty-first percentile on the English version of the Language Assessment Battery (LAB).

According to Project BLAST staff members, the students and their families had come to America for better financial and educational futures. The majority of them had been in the United States for less than two years. Forty-six percent of the students were overage for their grade placement (see Table 2). The highest percentage of overage students was in grade nine. Although most students came from single- or two-parent families, the families of some of them were not in the United States; these students lived with relatives. One staff member said that many Project BLAST students had financial difficulties that forced them to work.

In general, students in the program were described as intelligent, highly motivated, and eager to go on to college. They had good educational backgrounds, which gave them the potential to excel academically. The coordinator described this year's graduates as a "beautiful" class that was internally united and had warm relations with the project's staff.

TABLE 1

Number and Percent of Program Students
by Country of Birth

Country of Birth	Number	Percent
Dominican Republic	96	40
Puerto Rico	92	39
Central and South America (country unspecified)	22	9
Ecuador	16	7
United States	8	3
Cuba	4	2
TOTAL	238*	100

*Data were missing for two students.

- Forty percent of the program students were born in the Dominican Republic.
- Thirty-nine percent were born in Puerto Rico.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1	0	0	0	1
14	13	1	0	0	14
15	32	14	0	0	46
16	27	18	6	2	53
17	20	19	19	9	67
18	6	12	8	13	39
19	1	1	2	6	10
20	0	1	1	3	5
21	0	0	0	3	3
TOTAL	100	66	36	36	238*

Overage Students					
Number	54	33	11	12	110
Percent	54	50	31	33	46

*Data were missing for two students.

Note. Shaded boxes indicate expected age range for grade.

- Forty-six percent of the project students were overage for their grade.
- The highest percentage of overage students was in grade nine (54 percent).

IV. FINDINGS

The evaluation findings include the results of standardized tests and other quantitative measures; of observations and examinations of classes, program materials, departmental minutes, and similar records; and of interviews with project staff members and other relevant personnel.

ENGLISH LANGUAGE OBJECTIVES

- -- The project students will master an average of one objective per 20 days of instruction on the Criterion Referenced English Syntax Test (CREST).
- -- At least 75 percent of the students will achieve a gain in level on the New York City Language Fluency Scale.
- -- At least 70 percent of program students will score at or above the 65 percent passing criterion in English as a second language courses.

E.S.L. was offered to program students in a four-year sequence. In the elementary and intermediate E.S.L. classes, students also received career-orientation and career-exploration instruction. During their first two years in the program, students took fifteen periods of E.S.L. a week; during their third year, they attended for ten periods per week. E.S.L. 6 through 8 were designed to prepare students to enter the mainstream curriculum. It should be noted that no student was reported to have reentered the bilingual program because of failure to perform in mainstream classes.

This year, a computer lab was included in the E.S.L. sequence. Students attended this lab once a week and had access to software programs such as English Basics, Verbs, Synonyms and Antonyms, and Bank Street Writer.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the first objective in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was administered at the beginning and end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 3 presents the test results for students who were pretested and posttested with the same level. Of the students who were reported to be taking E.S.L. classes (levels 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 91.5 percent in the fall and 83 percent in the spring.

Examination of Table 3 reveals that in the fall students mastered 1.6 CREST objectives per month. In the spring, achievement was 1.5 CREST objectives per month. The objective was attained both semesters.

*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson reliability estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest (.96)
Level 2 -- pretest (.94)/posttest (.95)
Level 3 -- pretest (.91)/posttest (.91).

TABLE 3

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	86	9.1	5.4	15.3	5.9	6.2	3.5	1.9
2	68	11.8	6.1	16.5	5.3	4.7	3.2	1.4
3	29	9.0	3.0	11.1	2.7	2.1	1.8	0.7
TOTAL	183	10.1	5.5	15.1	5.6	5.0	3.4	1.6
				SPRING				
1	41	10.6	4.8	17.0	5.2	6.4	3.7	2.1
2	89	12.0	5.5	16.5	5.4	4.5	2.8	1.5
3	36	8.7	3.5	11.1	3.0	2.4	2.0	0.8
TOTAL	166	11.0	5.1	15.5	5.4	4.5	3.2	1.5

- The program objective was attained both semesters: on average, students mastered more than one CREST objective per month of instruction.

Of all the students tested on the New York City Language Fluency Scale, complete data were available for 77.4 percent on the receptive mode and 77 percent on the expressive mode. The percentage of students making gains was, respectively, 41.3 and 41 percent. Thus, the second objective was not achieved in this area.

To assess the third English language objective, students' passing rates in E.S.L. courses were examined. Two hundred twenty students were enrolled in E.S.L. courses in the fall and 136 students were enrolled in the spring. Their passing rates were, respectively, 81.8 percent and 65.3 percent. As the overall passing rate was 74 percent, the objective was achieved.

NATIVE LANGUAGE OBJECTIVE

-- At least 75 percent of the students will score at or above the 65 percent passing criterion in native language arts or Spanish language courses each semester/year.

According to staff members, project students were quite literate in Spanish and were enrolled in third-year regents classes, and fourth- and fifth-year classes in the fall and spring.

This year, the computer lab was used in the native language arts (N.L.A.) component. Students had access to the computer once a week to type and edit their essays. The resource specialist had purchased more than ten software packages for use in the native language arts lab.

An advanced native language arts class, which focused on literature and literary analysis, was also developed this year. Designed for advanced N.L.A. students who had been mainstreamed, the class was conducted entirely in Spanish. One student told a member of the evaluation team that what he liked most was learning how fictional characters solve the problems they

encountered in life. In addition, students prepared to take advanced placement exams in Spanish language and literature. Passing these exams gave students three to six college credits. Because there were fees for these tests, the foreign language department had sponsored a bake sale to subsidize the 16 students who were eligible to take them.

In addition to classroom work, the N.L.A. program made a conscious attempt to increase students' awareness of and pride in their native culture. As part of this effort, N.L.A. students were taken to a production of the Spanish Repertory Theatre.

A member of the evaluation team observed a third-level (Honor Class) native language arts class and an advanced placement class. The former was a grammar class that focused on the subjunctive tense in personal expression; the latter was devoted to a critical analysis of the principal characters of the first act of a play by Lorca. The language of instruction in both classes was Spanish. Students participated actively in both classes by asking and answering questions. Both teachers seemed interested in their students' work; they reviewed homework assignments and offered to help each student who needed it.

Student Achievement in Native Language Arts

The passing rates for students enrolled in native language arts classes were 80.1 percent in the fall, and 68.9 percent in the spring for a yearly average passing rate of 74.8 percent, which is not significantly different ($P<.05$) from the criterion rate set by the objective (75 percent). Thus, the objective in this area was achieved.

CONTENT-AREA OBJECTIVE

-- Program students will score at or above the 65 percent passing criterion in mathematics, science, and social studies at a rate that is equal to or greater than that of similar non-program students.

Bilingual content-area courses, consisting of ninth- and tenth-grade mathematics, general science, biology, global history, and American history, were offered each semester. During the fall, there was a social studies course which focused on East Asia; in the spring, there was a course which focused on Africa, the Middle East, and the Soviet Union. An economics course was also offered in the spring.

The project director, project coordinator, and resource teacher observed mainstream classes to make sure that the curriculum, texts, and materials used in bilingual courses were commensurate with those used in mainstream ones. Translations of the examinations given in mainstream classes were used in bilingual content-area classes. These efforts ensured that program courses were on par with mainstream ones.

Content-area courses were taught largely, if not entirely, in Spanish, with teachers providing English vocabulary lists, and in some cases offering English lesson summaries. Although a policy of continually increasing the use of English in content courses had been discussed at departmental meetings and was considered desirable, it had proven difficult to implement. This was because new students enrolled throughout the semester, which made it difficult to implement gradual increases in the amount of English used in these classes.

Science, history, and math classes all made use of the computer lab. The resource specialist ordered software, which was available only in English, for these three subjects. These labs enabled students to develop

their computer skills, and practice English while they learned content-area material.

A bilingual computer math course was also developed this year. It was a basic skills course combined with computer math for ninth- and tenth-grade students who had not passed the Regents Competency Test. The course provided one Level 1 and two Level 2 classes. According to the math teacher, the course was designed to teach students mathematics and to help them improve their English. The computer was used to facilitate the learning process.

A member of the evaluation team observed the bilingual computer math class and an economics class. The language of instruction for both classes was predominantly Spanish, although English was used occasionally. The economics class focused on the topic of inflation. All the students had written reports for extra credit and two of them presented them orally to the class. Afterwards, the class engaged in a debate about the issues that had emerged from these presentations. (The paraprofessionals had shown students how to use the library and how to prepare these reports.) The economics class visited the New York Stock Exchange, a trip for which the resource specialist prepared informational handouts that the students studied before their trip.

In the basic skills math class that was observed by a member of the evaluation team, the students were assigned problems to be solved with the computer. The teacher was available to answer questions. Students seemed involved in their work and asked the teacher for help when necessary.

Content-Area Achievement

The program objective in this area specified a comparison between program and non-program students on uniform departmental examinations. Because mainstream and program courses do not always coincide, a selection of comparable courses was provided by the project director. Data were available for the spring semester.

Table 6 presents the passing rates for program and mainstream students in selected mathematics, science, and social studies courses in the spring. (Passing rates of program students in all content areas are included as Appendix B.) Statistical significance of the difference between program and mainstream passing rates was determined through a z-test for the significance of difference between two proportions.* This procedure tests whether the difference in the rates for two independent groups are greater than can be expected by chance variation.

Examination of Table 6 reveals that the program objective was attained in all areas. The passing rates of program students were significantly ($p<.05$) greater than mainstream passing rates in mathematics and social studies. In science, the passing rates of both groups were not significantly different.

---

*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

TABLE 4

Passing Rates for Program and Mainstream Students
in Selected Content-Area Courses
(Spring Semester)

	Bilingual Program		Mainstream Classes		
Content Area	Number of Students	Percent Passing	Number of Students	Percent Passing	z-test Value
Mathematics	131	68.7	1,011	50.1	4.01*
Science	147	63.2	1,011	64.1	-0.21
Social Studies	188	74.5	505	58.4	3.89*

*Statistically significant at the .05 level.

- Passing rates for program students were significantly greater than mainstream passing rates in mathematics and social studies.
- Science passing rates for program and mainstream students were statistically equivalent.

NON-INSTRUCTIONAL OBJECTIVES

-- Student awareness of the cultural pluralism of the United States, of career opportunities and of the value of citizenship will be increased through the activity of four educational field trips.

-- Student awareness of career and survival/life skills will be increased by 80 percent.

The project staff organized trips to Philadelphia, the United Nations, the New York Stock Exchange, and the Metropolitan Museum of Art during the fall and spring semesters. In addition to achieving the objective stated above, these trips motivated students to maintain good attendance records, since this was required for participation. Before each trip, the resource teacher prepared a handout providing background information on the place that was to be visited.

A variety of other activities contributed to the realization of Project BLAST's non-academic objectives: a citizenship unit was added to social studies classes; a career-orientation/career-exploration component was integrated with E.S.L. courses; and a schoolwide Career Day was organized to provide students with information on career opportunities. The resource specialist invited several Hispanics to the latter event to talk specifically to program students. They represented a variety of endeavors, such as banking, medicine, the law, and the Peace Corps. The Board of Education also sent members of the Hispanic Role Model Program to this event.

Project BLAST staff members tried to mainstream students who wanted to attend college into the College-Bound Program so they could benefit from the individual attention and guidance it provides. Thirty-seven Project BLAST students entered college this year, including one who had been awarded a United Federation of Teachers Scholarship.

The objective could not be assessed as proposed because there was no instrument to pre-assess students' awareness of career and survival/life skills. However, students performed very well in courses such as typing, clerical, and health careers. Their passing rates were 84 percent in the fall (n=31) and 75 percent in the spring (n=128).

-- Seventy percent of incoming first-year students will become involved in class, department, school, and community activities.

One goal of Project BLAST was to inform students about the variety of institutions and agencies that are located in their community. During the celebration of Bronx Week, speakers from the Bronx Zoo, Botanical Gardens, and District Attorney's Office spoke with students. The representative of the District Attorney's office spoke about the growing menace of Crack. As a follow-up activity, students were given the assignment of writing thank-you letters to these speakers.

Because student clubs had been eliminated for budgetary reasons, bilingual homerooms were used to develop some of the same sense of group identification that clubs create. Staff members described students as enthusiastic and eager to participate in the homeroom activities.

Although students traveled to the school from several parts of the Bronx, they participated in a number of school and program activities and contributed to the bilingual magazine. Students also participated in the school's foreign-language week and visited the Project BLAST office for counseling and information. Of the 44 students who were nominated by the bilingual faculty to receive awards for academic achievement, 32 were Project BLAST students. The participation of Project BLAST students in

this wide range of activities, coupled with their good attendance record, suggests that the program objective in this area was met.

-- The average daily attendance of program students will be five percent better than students in the mainstream.

The award by the school of "Big Mac" certificates (for free hamburgers) for good attendance and the making of participation in trips conditional upon good attendance contributed to Project BLAST's good record in this area.

The project also had a highly effective attendance follow-up program run by the family associate. Teachers sent a copy of their daily attendance sheet to the family associate, and if a student was absent three times, a letter was sent to his or her parents; if there were five or more absences, a home visit was made. According to the family associate, the response from parents was good. In some cases, parents had kept their children out of school but had not known that the school had to be notified. In cases where there was a truancy problem, many parents phoned the family associate on their own to monitor their child's record.

The attendance rates of Project BLAST students were quite high. With an average attendance rate of 95.3 percent, nine percentage points above the schoolwide attendance rate (86.3 percent), the program objective was thus met.

-- The Bilingual Parent Advisory Council will hold at least four meetings during each school year which will be attended by at least 50 percent of the members of the Advisory Council.

-- Ten workshops in E.S.L. will be held for parents.

-- Parents will be contacted twice per term by mail, phone or home visit by the guidance counselor or family assistant. There will be in addition the issuance of three report cards per term.

The project succeeded in establishing good communication between parents and school. The parents of Project BLAST students were described by staff members as being interested in and concerned about their children's achievements and difficulties.

There were indications that parents were involved in the program through the Project BLAST advisory council meetings, E.S.L. workshops, home visits, and telephone and mail contacts.

The Parents' Advisory Council meetings met monthly throughout the school year. The purpose of these meetings was to acquaint parents with school procedures, the purpose and goals of bilingual education, and the activities and goals of Project BLAST.

Six E.S.L. classes were offered by the curriculum specialist/resource teacher for the parents of program students. Attendance was low, however, due to similar classes being offered at nearby Lehman College.

In 1985-86, the family associate made an average of approximately 75 home visits and 20 telephone calls a week, and an average of 100 parents visited the project office.

-- School personnel will participate in two interdisciplinary workshops each semester.

-- Staff members will enroll in courses at accredited colleges in bilingual education or related fields.

These goals were exceeded. A major strength of the program were its staff-development activities. Both Project BLAST staff members and E.S.L. and bilingual teachers attended regularly scheduled workshops and participated in a teachers' writing workshop that was held at Walton in conjunction with Lehman College.

The resource specialist attended five workshops on computers, bilingualism, and testing. During the fall, only the project director enrolled in a college course because funds did not become available for the other staff until after the conclusion of the registration period. In the spring, the project director, the family associate, and four bilingual teachers registered in college courses. Monthly departmental meetings were held to discuss the goals and methods of bilingual education and reports were given of conferences and workshops that staff members had attended.

In addition to the objectives noted above, new teachers were linked with "master" teachers whose classroom performance they observed. Substitute teachers were visited three times a semester, tenured teachers once. These visits were followed by post-visit conferences and a formal writeup. Visitation among teachers was also encouraged.

-- Curricula and resource materials will be developed, revised, or updated to meet the program's needs.

The curriculum specialist/resource teacher developed, adapted, and/or translated a variety of materials including courses of study, translations of citywide examinations, and citizenship materials (see Appendix C). In addition, she maintained a file on colleges, reviewed available texts, and consulted with project teachers regarding their curricular needs and their evaluations of various materials.

The resource specialist should be commended for her motivation and hard work in reviewing and ordering computer software packages in Spanish, E.S.L., science, history, and math. She also helped teachers use the computers, prepared and ordered the materials that were used in the

advanced placement native language arts class, and prepared informational handouts for all the trips.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on observations, interviews, and statistical data, Project BLAST continued to meet its objectives in the areas of English and native language achievement, mathematics, science, and social studies courses as well as in the non-instructional areas of student involvement, attendance, career and college information, and citizenship training.

The reorganization of the program's structure and the hiring of competent and motivated staff strengthened the program during its final year. The program made progress in implementing some of last year's recommendations. The two new instructional components -- the computer lab and the advanced placement native language arts class -- helped strengthen the program.

Unrealistic program objectives were revised and more appropriate ones were submitted to the funding agency. Students met most of the program objectives in English, native language arts, content-area classes, and attendance. Non-instructional objectives were also met except for workshops in E.S.L. apparently because E.S.L. classes offered by nearby Lehman College seemed more appropriate to the parents' needs.

In conclusion, Project BLAST, in its three years of funding, was able to implement and achieve most of its proposed objectives and to provide effective services to bilingual students.

The following are recommendations for future programs serving similar populations:

1) Contacting ASPIRA of New York, a community-based program serving Hispanic bilingual students, to provide students with college

counseling, financial aid information, and help in preparing college applications. By working with ASPIRA counselors, project students will be able to receive individual academic advisement.

2) Instituting a system to follow up mainstreamed students. All mainstreamed students should be assigned to a guidance counselor or program staff member who would review the student's progress at least every two to three months. A questionnaire might be developed and sent to the teachers to obtain information on students' academic progress and emotional adjustment.
3) Interviewing parents to pinpoint activities in which they would prefer to participate.

VI. APPENDICES

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs
September, 1985 -- June, 1986

Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
Title VII Bilingual Coordinator	100	BA Spanish MA Spanish MA Administration & Supervision	Y	23	12 Years Spanish 6 Years E.S.L./NLA 6 Bilingual Coordinator
Title VII Bilingual Curriculum Resource Teacher	100	BA Spanish/French 30 Graduate Credits - Spanish	Y	8	2 Years E.S.L./NLA 6 Years Resource Teacher
E.S.L. Teacher	100	BA History MA Russian History	Y Y	18	17 Years E.S.L.
E.S.L. Teacher	100	BA French MA French MA Education/Adminstration	Y	14	6 Years Bilingual 3 1/2 Years E.S.L.
E.S.L. Teacher	100	BS Music MA Music Educ. Mus. Administration MA E.S.L.	Y	11	8 Years E.S.L.
E.S.L. Teacher	100	BA + 60 Credits	Y	20	5 Years Spanish 15 Years E.S.L.
E.S.L. Teacher	10	BA-English Grad. Credit-equivalent to MA	Y	3	3 Years, E.S.L. 5 Years Tutoring E.S.L.

APPENDIX A -- continued

Staff Characteristics: Professional and Paraprofessional Staffs

Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
E.S.L. Teacher	Fall 100	BA English	N	2	2 Years E.S.L.
E.S.L. Teacher	Spring 20	BA History, MA Equivalent Degrees Earned in Spain	N	6	6 Years
E.S.L. Teacher	Spring 20	BA Science	N	1	1 Year
NLA (Spanish) Teacher	Fall 80 Spring 80	BA Spanish 60 Graduate Credits	Y	17	17 Years - Spanish
NLA (Spanish) Teacher	Fall 60	BS Spanish 30 Graduate Credits	Y	17	17 Years - Spanish
NLA (Spanish) Teacher	Fall 40 Spring 60	BS, MA + 30 Credits Certificate Administration - Supervision	Y	24	24 Years
NLA (Spanish) Teacher	Fall 20 Spring 40	BA, MA + 30 Graduate Credits	Y	22	22 Years
NLA (Spanish) Teacher	Fall 20	BA Biology Degrees Earned in Spain	Y	4	4 Years
NLA (Spanish) Teacher	Spring 20	BA History, MA Equivalent Degrees Earned in Spain	N	6	6 Years
NLA (Spanish) Teacher	Spring 40	BA Spanish, MA Spanish	Y	22	22 Years

APPENDIX A -- continued

Staff Characteristics: Professional and Paraprofessional Staffs

Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
Bilingual Social Studies Teacher	Fall 80 Spring 40	BA Spanish, MA Spanish EDH Bilingual Education	N	7	5 Years Bilingual Math, Social Studies
Bilingual Social Studies Teacher	Fall 60 Spring 100	BS Childhood Education MS History	Y	1	1 Year Bilingual Social Studies
Bilingual Math Teacher	100	BS Accounting 8 Grad. Credits Bilingual Ed.	Y	2	2 Years Bilingual Math, 5 Years Business Acc.
Bilingual Math Teacher	Fall 20	BA Spanish, MA Spanish EDH Bilingual Education	N	7	5 Years Bilingual Math, Social Studies
Bilingual General Science/Biology	100	BA Chemisty MA Chemistry	Y	8	8 Years General Science and Biology/Chemistry
Bilingual Math Teacher	Spring 20	BA Spanish 60 Graduate Credits	N	17	17 Years Spanish

APPENDIX A -- continued

Staff Characteristics: Professional and Paraprofessional Staffs

Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
(Fall Term) A.P. Supervision Foreign Language/E.S.L./ Bilingual Studies	20	BS Spanish Education MA Spanish	Y	32	32 Years Foreign Language
(Spring Term) Acting Interim A.P. Supervision Foreign Language/ E.S.L./Bilingual Studies	20	BA Spanish, MA Spanish MA Administration and Supervision	Y	23	11 Years Spanish 5 Years E.S.L./N.L.A. 6 Years Bilingual Coord.
Bilingual Guidance Counselor	60	BA History MA Math	Y	22	7 Years Bilingual Math Teacher/Grade Advisor to Bilingual Students 8 Years Guidance Counselor Bilingual Program

APPENDIX A -- continued

Staff Characteristics: Professional and Paraprofessional Staffs

Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
Bilingual Paraprofessional	100	H.S. Graduate 126 College Credits	NA	1	1
Bilingual Paraprofessional	100	H.S. Graduate BS Social Worker	NA	18	2 Years E.S.L.
Bilingual Family Associate	100	BA Psychology	NA	8	8
E.S.L. Paraprofessional	100	H.S. Graduate 15 College Credits	NA	1	1
E.S.L. Paraprofessional	100	H.S. Graduate 15 College Credits	NA	18	6 Years E.S.L.
E.S.L. Paraprofessional	100	H.S. Graduate 45 College Credits	NA	15	9 Years E.S.L.
E.S.L. Paraprofessional	100	H.S. Graduate 76 College Credits	NA	17	4 Years E.S.L.

APPENDIX B

Program Students' Passing Rates
in Content-Area Courses

Content Area	FALL		SPRING	
	Number of Students	Percent Passing	Number of Students	Percent Passing
Mathematics	189	65.1	173	56.1
Science	170	71.2	177	66.1
Social Studies	204	71.6	180	67.2
Business/Voc.	34	85.3	36	80.6

APPENDIX C

Curriculum and Materials Development and Adaptation

Curriculum or Materials	Source	Stage	Type
Computer Math	A	U	P
Advanced Placement (Spanish)	A	U	N/A
Computer Usage Reference Materials	A/O	U	P
Computer Software* in Content Areas:			
Math	A	U	P
E.S.L.	A	U	P
History	A	U	P
Spanish	A	U	P
French	O	U	P
College Information Reference Materials	A	U	P
Fall/Spring Social Studies Citywide Exam-Part II	Translated	C	P
Fall/Spring History Citywide Essay Questions	Translated	C	P
Reference Material on the United Nations	A	U	P
Reference Material on the N.Y. Stock Exchange	A	U	P

*Reviewed software and met with teachers to adapt instructions and use.

Source: O = originally developed
A = adapted

Stage: P = in process
C = completed/not in use
U = in use

Type: P = parallel to mainstream
N = not parallel to mainstream